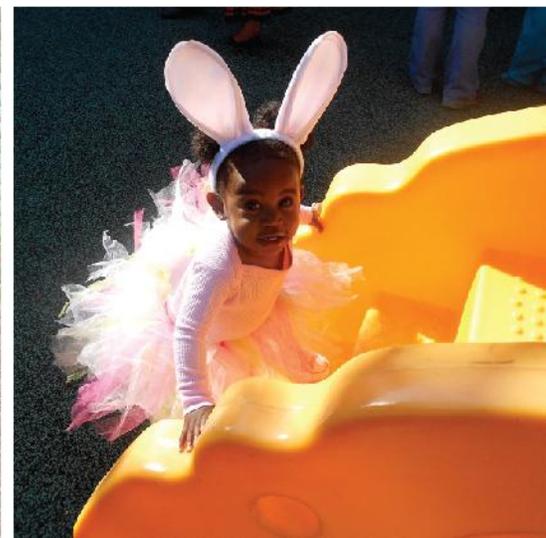




UNIVERSITY of  
**HOUSTON**  
CHILDREN'S LEARNING CENTERS

## **CHILDREN'S LEARNING CENTERS**

Student Fees Advisory Committee (SFAC)  
Program Questionnaire for FY 2014-2015



**1. Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students.**

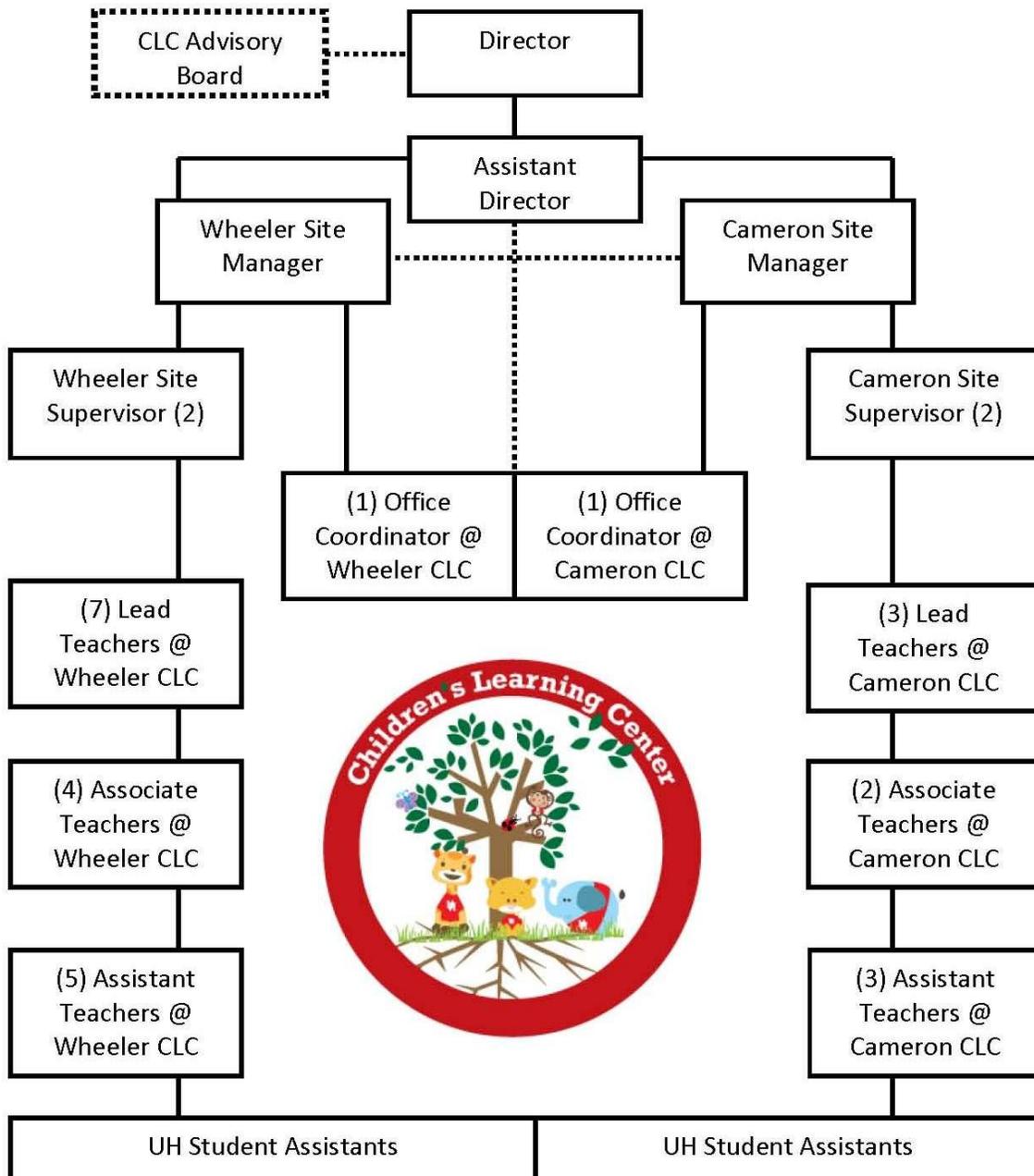
The Children's Learning Centers (CLC) presents this request for the Student Fees Advisory Committee (SFAC) to assist University of Houston (UH) student parents, with children enrolled at CLC, in paying for the cost of child care and to provide income for UH student employees working at CLC. In the early 1970's, UH students voiced a need for campus child care that provided a quality program in a nurturing environment. In keeping with the spirit and ideas of those forward thinking students and incorporating today's research on early childhood development, the CLC mission is to provide a nationally accredited, exemplary early childhood program that supports the student, staff, and faculty of the University of Houston (UH), while at the same time, encourages UH student success by offering opportunities for learning, discovery and engagement.

The accomplishment of this mission is met through established strategic initiatives. First, we utilize available resources and seek new funding opportunities through the execution of an effective operating plan, applying for grants, recruiting and retaining talented staff, and enhancing our fundraising program. Second, we facilitate success through learning, engagement and discovery with the implementation of research-based curriculum, a redesigned CLC Student Employee Development Program, established support services for CLC/UH student parents, and collaborations with academic and student affairs programs. Third, CLC promotes a culture of accountability by demonstrating compliance with state minimum standards, reporting measurable outcomes and data for accreditation and grant purposes, implementing a comprehensive Divisional assessment plan, and holding employees accountable for the provision of quality services. Fourth, we engage in strategic partnerships with the Division, UH faculty and academic departments, shared governance groups and community agencies and organizations to further the program's capacity to meet the needs and interests of the children. Fifth, we demonstrate a collective identity on campus, in collaboration with Divisional marketing and communications personnel, with advertisements and e-communications, by staff participation at events, and continued advocacy for bringing both CLC sites together at one location. Lastly, we foster the creation of a global learning community by hosting many family events, expanding the Spanish Language Immersion Program, and offering a variety of multicultural events and trainings.

Justification of the unit's student fee allocation, in terms of benefits to students is multifaceted. To begin with, the allocation of SFAC sponsored child care tuition assistance funds allow many student parents to gain access to affordable, quality child care which supports CLC/UH student retention and graduation. To fulfill our obligation to NAEYC and SACS accreditation Program Standards, there are special and additional costs involved. The greatest cost comes from the hiring of student staff that is needed to maintain developmentally appropriate teacher: child ratios. The student assistant positions help UH students by providing a source of income for those who choose to work at the Center. With the Project IMPACT Parent Education Program, developmental hand-outs and online resources, we assist UH student parents in managing their dual roles as both a student and parent. Finally, by maintaining a high-quality early childhood program, as defined by NAEYC and SACS, the Children's Learning Centers provide parents with reassurance of their child's well-being and educational foundation which allows them to concentrate on their studies.

2. Provide an organization chart of your unit. Large units may need to have an overview chart and then more specific charts for each program. Where you have multiple staff in the same position (e.g. counselor, advisor, etc.), note this on your chart. Student employees should be cited on the chart and identified as students.

## Children's Learning Centers



3. List your unit's strategic initiatives and action steps identified for the 2012-2013 academic year and cite the specific Division of Student Affairs Strategic Initiatives ([http://www.uh.edu/dsa/about\\_student\\_affairs/strategic\\_plan.html](http://www.uh.edu/dsa/about_student_affairs/strategic_plan.html)) and University of Houston Strategic Goals (<http://www.uh.edu/president/vision-priorities/>) to which they relate. Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/action step changed during the year, please note this and explain. Also, list any new strategic initiatives/action steps, the rationale for the addition, and comment on your success in achieving these items.

**Strategic Initiative:** The Children's Learning Centers will utilize available resources and seek new funding opportunities to enhance the children's and UH student experience. (DSAES Strategic Initiative 2)

**Action Step:** CLC will execute an effective operating plan that maximizes current fiscal resources to support our vision and purpose ensuring achievement for all children (DSAES 2.2)

**Completed & Ongoing:**

CLC continues to utilize SFAC and government grant funding for UH student parent tuition assistance towards CLC child care costs as well as for CLC student employee salaries. Additionally, CLC implemented a small tuition increase, across all age groups, for the 2013-2014 school year and worked with UH Facilities and METRO to ensure that the parking lot renovation and playground relocation project met licensing/accreditation standards at no additional cost to CLC. CLC also continued fundraising with t-shirt sales, book fairs and school pictures. The Center utilized the CLC Giant Steps fundraising account to assist with staff training and classroom supplies.

**Action Step:** CLC will effectively implement guidelines to explore options for increasing and improving fiscal opportunities. (DSAES 2.2)

**Completed & Ongoing:** CLC applied for and was selected to participate in a Parent Involvement grant program, through *Collaborative for Children*, which included free parent training workshops (food and child care costs included) as well as parenting resources/materials. CLC's request for funding to develop a Hazard Mitigation Plan was selected by the State of Texas and approved for \$20,000 by FEMA. This program allows CLC the opportunity to put together a plan for future government funding. CLC also applied for and received notification that the Department of Education Child Care Means Parents In School (CCAMPIS) federal grant award will continue for an additional four years beginning in October 2014 through September 2018.

**Action Step:** CLC will continue current practices and establish new initiatives to recruit, train, and retain talented, skilled staff to best meet the needs of the children and to effectively implement quality customer service. (DSAES 2.1)

**Completed & Ongoing:** CLC staff members attended various student employment recruitment fairs on campus to assist in the hiring of CLC student assistants and redesigned the CLC Student Employee Development Program for training and retention purposes. Additionally, CLC provided staff development training to enhance customer service: "Service Where it Counts: From Relationships to Partnerships" and "Working and Communicating Effectively with Parents".

**Action Step:** CLC will create and implement an advancement and fundraising program in partnership with the Division of Student Affairs and Enrollment Services (DSAES) to explore future building possibilities for CLC. (DSAES 2.4)

**Ongoing:** CLC submitted proposed fundraising ideas to the Division and met with Edward Davis, DSAES Director of Advancement, to discuss the future building possibilities for CLC. The Center has compiled a list of potential donors including CLC families and alumni.

**Strategic Initiative:** The Children’s Learning Centers will create new opportunities and build upon ongoing programs to facilitate success through learning, engagement, and discovery for children and UH students. (DSAES Strategic Initiative 1)

**Action Step:** CLC will expand upon the current learning experience for young children by continuing to base our work on research-based curriculum and instructional methods that also aligns with school readiness projects recognized by the state.

**Completed & Ongoing:** CLC updated the Infant and Toddler program lesson plan/curriculum guide to better align with the multi-age grouping of children enrolled, as well as, developed an Infant to Toddler Transition Guide to ensure a smooth transition for both the children and parents. CLC added a fourth Spanish Language Immersion classroom, increasing the capacity for the Program to two Toddler and two Preschool classrooms. Additionally, CLC provided a staff training in Conscious Discipline Guidance, a longtime leader in the integration of classroom management with social-emotional learning.

**Action Step:** CLC will create a greater variety of CLC/UH student development initiatives and assessment processes to cultivate the development of leadership skills necessary to positively impact their communities. (DSAES 1.3)

**Completed & Ongoing:** CLC redesigned the CLC Student Employee Development Program which included a new evaluation system and guidelines for raises. The redesigned CLC/UH Student Employee Development Program was assessed by: tracking GPA, hours worked/week, and course completion hours/semester; using the Student Employment Learning Outcome survey administered through *CampusLabs Baseline*; as well as coaching during performance evaluations.

**Action Step:** CLC will continue with established support services for CLC/UH student parents, including child care tuition assistance and parenting classes and also advocate for UH student parents (adult/non-traditional) on campus. (DSAES 1.2)

**Completed & Ongoing:** CLC awarded \$142,490.00 in child care tuition assistance for 2012-2013 through the Child Care Access Means Parents In School (CCAMPIS) program and SFAC. CLC is currently in the last year of CCAMPIS grant cycle 2010-2014 and was notified that government funding will continue through 2018. In the spring, CLC hosted a two-part Parent Workshop, for all CLC parents, discussing the topics of “Attention Seeking Behaviors” and “Encouraging Children’s Growth in Social Skills”. This workshop was sponsored by the *Texas Workforce Solutions for the Family Centered Child Care Project* and included light refreshments.

**Action Step:** CLC will continue to participate in student learning development opportunities that are intentionally connected to academic and student affairs programs in order to enhance student success. (DSAES 1.3)

**Continued & Ongoing:** CLC continued an established collaboration with the UH College of Education (COE) for UH students to participate in on-site internships and practicum experiences and participated in the COE Internship Fair on campus in October. CLC Director collaborated with the research team of Dr. Rebecca Lee, Dr. Tracey Ledoux, and graduate students at the Texas Obesity Research Center in the UH Department of Health and Human Performance to conduct a project aimed at promoting nutrition education using an on-site garden with preschoolers. CLC Director worked with 30 undergraduate students in two of Dr. Vanessa Patrick's marketing classes (MARK 3339: Marketing Strategy and Planning). Their final assignment included presentations on how to effectively market CLC programming to the following target populations: UH students, UH staff/faculty, and UH alumni. CLC also continued to promote the Cognitive Development Lab, in the UH Department of Psychology, by hosting recruitment fairs at our Center.

**Strategic Initiative:** The Children's Learning Centers will continue to promote a culture of accountability that aligns with local state standards, national accreditation criteria, federal grant guidelines, as well as, the Division of Student Affairs and University of Houston policies, processes and procedures. (DSAES Strategic Initiative 3)

**Action Step:** CLC will continue to demonstrate ongoing compliance with and adherence to state minimum standards for child care centers. (DSAES 3.3)

**Completed & Ongoing:** CLC remained compliant with State Licensing standards and provided staff training and materials which included the 2012 revisions/additions.

**Action Step:** CLC will continue to implement established reporting procedures for the purpose of demonstrating measurable outcomes and data necessary for national accreditation criteria and federal grant requirements. (DSAES 3.3)

**Completed & Ongoing:** CLC completed/submitted the National Association for the Education of Young Children (NAEYC) accreditation report for 2012; in October 2012 NAEYC confirmed that CLC maintained accreditation status for 2012 - 2013. CLC submitted dates for the AdvancED/SACS CASI External Review for accreditation renewal in early spring 2014. CLC also completed/submitted the Child Care Access Means Parents In School (CCAMPIS) grant annual report for 2012 in February.

**Action Step:** CLC will develop and implement a comprehensive assessment plan for DSAES that identifies learning and program outcomes and a process for improvement of center effectiveness based on measurable results. (DSAES 3.1)

**Completed & Ongoing:** CLC completed/submitted a DSAES Assessment Plan for 2012-2013. CLC assessed: CLC/UH Student Parent Development Program; Early Childhood Program - Provision of local and nationally recognized early childhood education services for UH students in the College

of Education (COE); and the CLC/UH Student Employee Development Program. CLC also completed and submitted a DSAES Assessment Plan for 2013-2014.

**Action Step:** CLC will support the University's Tier One status by utilizing HR performance management tools to communicate the University's mission and strategic initiatives to staff and hold employees accountable for the provision of quality programs and services. (DSAES 3.4)

**Completed & Ongoing:** CLC completed UH annual performance reviews facilitated by the HR department to hold employees accountable for the provision of quality programs and services. In December, CLC hosted a staff development training informing staff about the DSAES strategic initiatives and discussed how CLC aligned with them.

**Strategic Initiative:** The Children's Learning Centers will create and engage in strategic partnerships. (DSAES Strategic Initiative 6)

**Action Step:** CLC will collaborate with the DSAES to participate in initiatives and research that positively impacts UH student retention and graduate rates. (DSAES 6.1)

**Completed & Ongoing:** CLC Director participated, as an evaluator, in the Fraternal Excellence Program, as well as, attended the Sorority/Fraternity President's Leadership Summit Lunch. Additionally, CLC participated in the DSAES assessment plan and strategic mapping processes and had representation on the DSAES Assessment Committee and the DSAES Senior Leadership Retreat.

**Action Step:** CLC will collaborate with the UH faculty and academic departments to explore opportunities that are mutually beneficial to children and UH student success. (DSAES 6.1)

**Completed & Ongoing:** CLC continued to reserve ten infant spots annually for the UH Provost's office to utilize for faculty recruitment and retention. Faculty from the UH College of Optometry performed children's visual acuity screenings in the fall at no cost to CLC. Dr. Ventura, Associate Professor of US Latino Literature and Director of Graduate Studies in the Hispanic Studies Department, facilitated a CLC staff workshop on the importance of incorporating Latino culture and language in our academic curriculum. Additionally, CLC continued the collaboration with the UH Moores School of Music which provides weekly on-site music classes to preschool children at no additional cost to parents.

**Action Step:** CLC will foster effective communication and relationships with the CLC Advisory Board, University shared governance groups, and other stakeholders to nurture support of the Center's initiatives (DSAES 6.2).

**Completed & Ongoing:** CLC Director and Assistant Director served on the UH Commission on Women representing children on campus, as well as, the Children's Learning Centers Advisory Board. Both shared governance groups supported the Center's initiatives and continue to be advocates for CLC.

**Action Step:** CLC will develop partnerships and professional relationships with agencies and organizations in the community to further the program's capacity to meet the needs and interest of the children and families that we serve.

**Completed & Ongoing:** CLC Director and Assistant Director served on an accreditation discussion panel for *Collaborative for Children* and local center directors. CLC staff attended the *National Coalition for Campus Children's Centers* conference in Virginia and collaborated with the Houston Community College Lab School and KIPP for professional development needs.

**Action Step:** CLC will work with Facilities Planning to identify options for the long term facility needs for the Children's Learning Centers to include phased renovation options and/or new facility opportunities. (DSAES 6.4)

**Completed & Ongoing:** CLC met regularly with Jeanne La Montagne in UH Facilities Planning and Construction to discuss renovation/new facility options for CLC. A cost analysis was conducted and construction draft drawings were rendered.

**Action Step:** CLC will work with Student Affairs leadership and UH Advancement in identifying a development campaign to assist with long-term facility (program) viability.

**Completed & Ongoing:** CLC met with Edward Davis, DSAES Director of Advancement, to discuss the possibility of a development campaign which included a list compilation of potential donors.

**Strategic Initiative:** The Children's Learning Centers will cultivate a collective identity that demonstrates a united vision on campus. (DSAES Strategic Initiative 5)

**Action Step:** CLC will collaborate with DSAES and Student Life Marketing and Communications to ensure integrated branding for CLC with the DSAES and University, and to assist with the development and implementation of a CLC marketing plan. (DSAES 5.1)

**Ongoing:** CLC Director is a member of the DSAES Marketing Committee which develops and implements strategies for internal and external communication initiatives, works to maintain the DSAES brand and is charged with presenting a comprehensive marketing plan for the Division on an annual basis. The Division is currently finalizing a marketing brand for CLC to align with.

**Action Step:** CLC will develop a comprehensive and integrated communication plan to increase awareness and understanding among the campus community and surrounding environments about who we are, what we do, and who we serve. (DSAES 5.3)

**Completed & Ongoing:** CLC increased awareness among the campus community through advertisements and news stories in the Daily Cougar and DSAES CoogNews; participation at Campus Fairs; and linking CLC's website to the HR Work Life homepage. Additionally, the CLC Director distributed a bi-weekly newsletter to the CLC community, "From the Director's Desk", which detailed specific projects/initiatives administrators were pursuing or had accomplished within CLC and the UH community.

**Action Step:** CLC will expand upon opportunities for staff involvement with Center initiatives, programs, and services in an effort to support our collective identity (mission, vision, and core values). (DSAES 5.4)

**Completed & Ongoing:** CLC hosted various events/trainings throughout the year to promote unity and cohesiveness with staff and families. We celebrated World Kindness Week, Week of the Young Child and Teacher Appreciation Week with coordinated activities that involved staff, children and parents celebrating together. CLC continued to participate in UH events such as *Homecoming, Frontier Fiesta* and *March for Babies*.

**Action Step:** CLC will establish and communicate a shared purpose and direction for improving the performance of children and the effectiveness of the center (SACS Programs Standard One).

**Completed & Ongoing:** CLC continued to advocate for bringing both CLCs together at one location to better improve the effectiveness of the Center and demonstrate a shared purpose. To remain united in our vision and direction for children's performance, CLC teaching staff implemented curriculum and assessment tools that were the same across both sites and facilitated staff development as one unit.

**Strategic Initiative:** The Children's Learning Centers will foster the creation of a global learning community that actualizes and embraces inclusion while preparing children and UH students to become active citizens. (DSAES Strategic Initiative 3)

**Action Step:** CLC will continue to promote positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as a part of a community and to foster each child's ability to contribute as a responsible community member.

**Completed & Ongoing:** CLC offered many family events for children and parents to participate in together. Such events included "Little Cougar Pep Rally", Fall Costume Parade, Book Fairs, "Little Cougar Corner" at *Frontier Fiesta*, Mother's Day & Father's Day Breakfasts, and Preschool Graduation.

**Action Step:** CLC will continue to implement curriculum in a manner that is responsive to family home values, beliefs, experiences, and language and to use materials and equipment that reflect the diversity found in society including gender, age, language, and abilities.

**Completed & Ongoing:** CLC expanded the Spanish Language Immersion Program to include four classrooms. Through this Program, CLC fosters an appreciation for a multilingual and multicultural nation by making natural connections through literature, actions, relationships, inquiries, opportunities, and repetition. Additionally, CLC families complete a "Getting to Know our Family" intake questionnaire sharing information about their backgrounds, interests, and culture with CLC to aid staff in the development of curriculum reflective of the Center's diversity.

**Action Step:** CLC will provide CLC/UH student's development experiences that foster multicultural cultural engagement and models respect for human dignity and inclusive behaviors.

**Completed & Ongoing:** CLC offered special multicultural events/trainings throughout the year for student employees to participate in. Some of the events included: Eid, Diwali, Chinese New Year, Black History Month, Cinco de Mayo and a winter holiday Multicultural Family Musical. In all multicultural events we collaborated with staff and families to provide accurate reflections of customs/cultures. This not only provided a fun educational experience for everyone, it also allowed for a shared sense of community and belonging.

**4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned strategic initiatives and/or action steps and their importance as compared to others that you might pursue. Where data exist, discuss the number of persons served by each of your programs and any assessment measures and/or learning outcomes used to evaluate program success. Please provide the method for collecting these data.**

The Children's Learning Centers (CLC) employs a variety of formal and informal means to evaluate our success in achieving our objectives discussed in question three. CLC is licensed by the Texas Department of Family and Protective Services (TDFPS); a department inspector completes, at minimum, an annual inspection of CLC with a written report of all findings. Through national accreditation program standards for both NAEYC and SACS, CLC collects data for annual reports and documents evidence of compliance with individual standards to prepare for future accreditation validation visits. CLC has also collected assessment data, in the areas of: CLC/UH Student Employee Development Program; CLC/UH Student Parent Development Program; and our Early Childhood Program, to support our strategic initiatives and allow for additional opportunities to measure outcomes and evaluate program success.

Additionally, CLC submits an annual CCAMPIS report to the federal Department of Education with data indicating the persistence and retention rates of CLC/UH student parents and quarterly reports to the Texas Department of Emergency Management demonstrating compliancy with the Hazard Mitigation Plan grant. We also submit a report to the Texas Department of State Health Services that documents our compliance with children's immunization requirements. In all of these areas, CLC has met standards for distinction and continues to receive marks of excellence.

CLC provides young children a positive educational foundation and educational components are in place to prepare children to succeed in school and beyond; this is measured through the Early Learning Accomplishment Profile (ELAP), Learning Accomplishment Profile- 3 (LAP-3), and the Test de Vocabulario en Imagenes Peabody (TVIP).

Another reliable source of feedback for CLC comes from parents. Parents receiving the SFAC and CCAMPIS scholarship funds are requested to write essays relating to their experiences with the Centers and the availability of child care tuition assistance. Another excellent time for parent feedback is during the parent/teacher conferences because these meetings provide an opportunity for individual comments on the program's operation. Each of these components cited above serve as an integral part in the determination of the Center's future initiatives and action steps and in the provision of data to measure and evaluate our success.

**5. Please discuss any budget or organizational changes experienced since your last (FY2014) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections. In addition, if your unit concluded FY2013 with a Ledger 3 Fund Equity balance, please describe the conditions which caused the fund balance.**

The Children's Learning Centers (CLC) experienced an organizational change in February of 2013, with the retirement of Director Sherry Howard. In the interim, Cheryl Grew-Gillen (Director University Centers – Facilities & Operations) acted as Administrative Director for CLC. In June of 2013, Assistant Director Jennifer Skopal was hired as the Director of the Children's Learning Centers. The Assistant Director position remains vacant at this time.

There were no differences between amount of SFAC request and actual SFAC allocation for FY2014. However, overall allocation was decreased by \$13,403 to fund CLC allocation to the DSA IT department. The decrease was made up from income received from CLC operations.

CLC operations carry forward a fund balance of \$20,707 as follows: \$29,699 and UH Fund-\$28,102 and SFAC \$19,110. The fund equity as of August 31st for all ledgers 3's was \$177,816 as follows UH funds \$469, CLC SFAC \$57,300, CLC operations \$15,568 and Infant and Toddler Center \$104,479.

CLC does not receive state funding to address deferred maintenance, emergencies and capital expenditures. Funding for repair and replacement cost must be accumulated in order to maintain a systematic maintenance program. The Center accumulates cash to fund repairs, renovations, and replacements.

In addition, CLC strives to maintain contingency funds to cover costs associated with unforeseen events such as hurricanes, fire damage, internal system failure, severe weather damage and the like. Reacting to questions of the matter, the Department of Planning suggests that the Center maintain a reserve of \$100,000 to cover emergencies. The management team is committed to keeping the building in a state of good repair for the safety of the children.

**6. Please list your 2014-2015 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Strategic Initiatives and University of Houston Goals to which they relate. Larger units may wish to group responses by subprogram. Under each strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.**

**Strategic Initiative:** The Children's Learning Centers will utilize available resources and seek new funding opportunities to enhance the children's and UH student experience. (DSAES Strategic Initiative 2)

**Action Step:** CLC will hire and retain qualified professional and support staff needed to fulfill their roles and responsibilities necessary to support CLC's purpose, direction, and the educational program. (DSAES 2.1)

**Action Step:** CLC will utilize existing fiscal, human, technological and facility resources needed to provide services that support our purpose and direction to ensure success for all students. (DSAES 2.2)

**Action Step:** CLC will provide student employment and explore options for expanding internship opportunities to help develop learning, thinking, and life skills that lead to success at the next level. (DSAES 2.3)

**Action Step:** CLC will partner with the Division of Advancement to create a division-wide building fundraising program in order to maximize fiscal resources to ensure facilities, services, and equipment remain safe, clean, and healthy over time. (DSAES 2.4)

**Action Step:** CLC staff members will participate in a continuous program of professional learning in order to provide the highest quality of customer satisfaction and educational program to the children of UH Student, Staff, Faculty and Alumni. (DSAES 2.5)

**Strategic Initiative:** The Children's Learning Centers will create new opportunities and build upon ongoing programs to facilitate success through learning, engagement, and discovery for children and UH students. (DSAES Strategic Initiative 1)

**Action Step:** CLC will engage in intentional and continuous practices to determine verifiable improvement in children's learning, including readiness for and success at the next level. (DSAES 1.1)

**Action Step:** CLC will support and advocate for commuter, transfer, adult, non-traditional and graduate students to ensure equitable and challenging learning experiences for all students through CLC programing and child care tuition assistance opportunities. (DSAES 1.2)

**Action Step:** CLC will partner with Academic Affairs and UH Departments to engage children and UH students in their learning through instructional strategies that ensure achievement of learning expectations. (DSAES 1.3)

**Action Step:** CLC will provide opportunities for CLC parents and student employees to become involved in the UH community and campus life. (DSAES 1.4)

**Action Step:** CLC will participate in collaborative learning communities to improve instruction and student learning for both children and UH students. (DSAES 1.5)

**Strategic Initiative:** The Children's Learning Centers will continue to promote a culture of accountability that aligns with local state standards, national accreditation criteria, federal grant guidelines, as well as, the Division of Student Affairs and University of Houston policies, processes and procedures. (DSAES Strategic Initiative 4)

**Action Step:** CLC will implement a comprehensive assessment system that generates a range of data about children's learning and UH student employee development to guide continuous improvement. (DSAES 4.1)

**Action Step:** CLC will utilize a range of media and information resources to support the Center's educational programs, operational needs and to address routine inquiries. (DSAES 4.2)

**Action Step:** CLC will report clearly defined measurable data that represent the attainment of content knowledge, skills, and learning outcomes demonstrating a continued contribution to children's learning and UH student success. (DSAES 4.3)

**Action Step:** CLC will implement staff development and evaluation processes to ensure accountability and improved professional practices resulting in children's learning and Center success.

**Strategic Initiative:** The Children's Learning Centers will create and engage in strategic partnerships. (DSAES Strategic Initiative 6)

**Action Step:** CLC will collaborate with UH faculty and the Division of Academic Affairs to support UH student retention and graduation rates. (DSAES 6.1)

**Action Step:** CLC will involve UH shared governance groups in the Center's future goals and planning initiatives for a new building. (DSAES 6.2)

**Action Step:** CLC will partner with the DSAES Director of Advancement in nurturing an alumni base to support CLC fundraising efforts. (DSAES 6.3)

**Action Step:** CLC will engage the Division of Administration and Finance in effective facilities management and future long-term planning. (DSAES 6.4)

**Strategic Initiative:** The Children’s Learning Centers will cultivate a collective identity that demonstrates a united vision on campus. (DSAES Strategic Initiative 5)

**Action Step:** CLC will collaborate with Divisional marketing and communication professionals to ensure that the Center’s brand and promotional materials are consistent with the division-wide branding and marketing plan. (DSAES 5.1)

**Action Step:** CLC will utilize technology to enhance CLC’s current web presence and social media on various Divisional websites to communicate our mission, goals, and accomplishments. (DSAES 5.2)

**Action Step:** CLC will communicate a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and education. (DSAES 5.3)

**Action Step:** CLC will support staff involvement in division-wide initiatives, programs, and services while fostering a culture consistent with CLC’s purpose and direction. (DSAES 5.4)

**Strategic Initiative:** The Children’s Learning Centers will foster the creation of a global learning community that actualizes and embraces inclusion while preparing children and UH students to become active citizens. (DSAES Strategic Initiative 3)

**Action Step:** CLC will increase collaborations with multicultural-based programs within the UH and the surrounding community, such as Student Organizations and the Houston Institute for Culture, in order to enhance the children’s and UH students’ learning experiences through events and trainings. (DSAES 3.3)

**Action Step:** CLC will commit to a culture that is based on shared values, beliefs about teaching and learning, and supports educational programs for all children in accordance with national accreditation standards and current early childhood trends.

**Action Step:** CLC will engage families in meaningful ways in their children’s education and keep them informed of their children’s learning progress through Center events, parent-teacher conferences, and family involvement activities.

**7. What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)? If you receive funds from other sources, please briefly describe the source, purpose, and duration of the funding and report the amounts received in the appropriate rows/columns on the SFAC Spreadsheet.**

The Children's Learning Centers (CLC) is supported primarily through child care fees charged for the early childhood services provided to UH families. These fee payments include: weekly tuition, annual fees for registration, supplies, and building maintenance, and waitlist fees.

CLC also receives support of \$100,000 (annually) from the University to assist with facility and grounds maintenance and administrative charges. CLC is receiving \$141,417 in funding from the UH Student Fees Advisory Committee (SFAC) for 2013-2014. \$76,417 is utilized to assist with the costs of hiring CLC/UH student staff to maintain developmentally appropriate teacher: child ratio in the classrooms to meet accreditation standards. The remaining \$65,000 is used to support UH student parents, with children enrolled at CLC, in paying for the weekly child care tuition costs.

CLC is currently receiving the federal *Child Care Access Means Parents In School* (CCAMPIS) grant awarded from the Department of Education. This year's funding amount is \$235,891. This money is utilized to assist the CLC budget in the following ways: helping UH undergraduate student parents, with children enrolled at CLC, in paying for the weekly child care tuition costs; helping with the costs of hiring CLC/UH student staff to maintain developmentally appropriate teacher: child ratio in the classrooms to meet accreditation standards; helping with the purchase of classroom supplies; and helping to provide staff training opportunities as required by Texas Child Care Licensing.

Additionally, CLC participates in the UH Faculty/Staff campaign and utilizes fundraisers such as the CLC Alumni Reunion, school pictures, and book fairs to support the funding of classroom supplies and required staff training such as first aid and CPR. CLC also participates in special early childhood partnership projects in the Houston community such as the ones funded through *Collaborative for Children* which has provided funding for parent workshops and materials.

The other avenue for CLC support is through collaborations on campus. Currently the UH Moore's School of Music provides our five preschool classrooms music classes at no additional charge to CLC or parents. The UH College of Optometry provided pediatric vision screenings for children enrolled at CLC at no additional charge to CLC or parents.

All those working with CLC are interested in seeing the Centers be financially healthy and sustain a balanced budget.

**8. Please describe any services that are similar to yours and/or any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.**

The Children's Learning Centers provides services in two locations on campus and is the only unit providing early childhood educational services for the University of Houston.

## APPENDIX

Together, the SFAC and CCAMPIS funding has made a great impact on retaining UH student parents and helping them achieve their goal of graduation. Below are excerpts from CLC Tuition Assistance applications.

*“My husband will hopefully be getting his Master’s degree in Geophysics at the end of Spring 2014 and I hope to obtain my Bachelor’s degree in Accounting at the end of Summer 2014. With not having to set aside student loan money to pay for our son’s CLC tuition, this assistance will allow us to take the classes needed and do well academically so we can reach these graduation goals.”*

*“I am a non-traditional student; I did not begin my college education until I was 32. I am proud to say that I will graduate from our Honors College with full University honors via my honors thesis next May. I will have completed my B.A. in 39 months from start to finish. It was my goal to keep the financial burden on my wife as low as possible as she is single-handedly putting my daughter and I through school on a teacher’s salary. We are grateful for CLC and all that the CLC family has given to us.”*

*“The almost two hour round trip commute daily put a strain on my availability for classes and childcare. When we found child care on campus, both my husband and myself were able to open up our class schedules and study hours to ensure we could finish our degrees on time and were given enough time to study/prepare for classes.”*

*“Throughout this semester, my goal is to improve my GPA and graduate with a 3.0. Thanks to the help I’ve received with tuition assistance at CLC, my GPA has improved every semester since I transferred to UH. I have also been able to get an internship, a necessary experience that I have to undergo as a journalism major.”*

*“When I first started at UH, I was living in College Station commuting more than 4 hours a day back and forth with my son in his car seat. Then I found CLC and heard about their tuition assistance. I have been able to move to Houston, cut back my work hours, attend school full time, and allow my son to attend CLC without worrying about the financial burden of child care.”*

*“Continuing to receive tuition assistance for the CLC would significantly aid me in achieving my educational goals. Not only has it saved me money to put towards other financial obligations, but it has also provided me a more affordable child care option for my son that is conveniently located near my internship site. If I could not afford child care costs, then I would have to drop down to part time which would prolong my graduation for another semester as the cost of tuition continues to rise dramatically.”*

*“Tuition assistance will allow my son and I to grow in love and knowledge. We both are so happy that we have been able to be a part of something so positive. My first choice in education for my son is the CLC and I hope that we get tuition assistance so that I can complete my degree with the peace of mind that comes with knowing that my son is in the best hands.”*